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ABSTRACT

In response to stipulations in the 1991-1993 collective bargaining agreement between the Maine Technical College System and the Maine Teachers Association Faculty Unit, a committee was formed at Northern Maine Technical College (NMTC) to review and refine the faculty evaluation process. To assess faculty perceptions of the current evaluation practices and criteria, the committee conducted a survey of all 47 full-time faculty at the college. The survey instrument listed potential uses of evaluation results and evaluation criteria and asked respondents to rate the extent to which these items were currently in use at NMTC and the extent to which they should be a part of NMTC's evaluation practices. In addition, respondents were asked to indicate the extent to which certain problems existed in NMTC's evaluation approach. Surveys were returned by 27 faculty for a 57.4% response rate. Major conclusions drawn from the study included: (1) evaluation data should be shared with faculty and coupled with a plan for improvement; (2) the six evaluation criteria highly favored by respondents were classroom effectiveness, curriculum development, reliability, innovative teaching, safety of the teaching environment, and interpersonal communication; (3) the reward system was seen as ineffective; and (4) faculty strongly viewed trust and communication issues as problems needing attention. An analysis of results by academic division, a description of different types of evaluation criteria, a review of the literature on faculty evaluation and teaching excellence, and the survey instrument are included. (PAA)

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ASSESSMENT OF FACULTY PERCEPTIONS OF PERFORMANCE EVALUATION AT NORTHERN MAINE TECHNICAL COLLEGE

Human Resource Development

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A Practicum Report presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

March, 1992

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Abstract of a Practicum Report Presented to Nova University in Partial fulfillment for the Requirements for the Degree of Doctor of Education

ASSESSMENT OF FACULTY PERCEPTIONS OF PERFORMANCE EVALUATION AT NORTHERN MAINE TECHNICAL COLLEGE

As mandated in the collective bargaining agreement between The Maine Technical College System and the Maine Technical College Faculty Association, a committee was formed at Northern Maine Technical College to review and refine the faculty evaluation process. A survey was conducted to assess faculty perceptions regarding evaluation practices, criteria and problems.

Fifty-seven percent of the forty-seven full time faculty responded to the survey that yielded the following conclusions: (1) data should be shared with faculty coupled with a plan for improvement; (2) classroom effectiveness, curriculum development, reliability, innovative teaching, safety of the teaching environment and interpersonal communication skills were criteria highly valued by faculty; (3) the reward system was seen as ineffective; (4) trust and communications issues existed and; (5) faculty perceptions were similar to those elsewhere.

TABLE OF CONTENTS

Page

LIST OF TABLES....4

LIST OF FIGURES....5

Chapter

1. INTRODUCTION....6

2. REVIEW OF THE LITERATURE....9

3. METHODOLOGY AND PROCEDURES....21

4. PRESENTATION OF RESULTS....26

5. DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS....43

REFERENCES....49

APPENDICES

A. SURVEY INSTRUMENT....52

B. MEMO TO FACULTY....55

LIST OF TABLES

Table — Page

1. Perceptions of Evaluation Practices.....28
2. Evaluation Criteria.....30
3. Evaluation Problems - Faculty Perceptions....33
4. Evaluation Practices - Current Perceptions...35
5. Evaluation Practices - Perceptions of What Should Be.....37
6. Evaluation Criteria - Current Perceptions....38
7. Evaluation Criteria - Perceptions of What Should Be.....41
8. Perceptions of Problems With the Current Process.....43

LIST OF FIGURES

Figure — Page

1. Evaluation Practices - Currently Are vs Should Be....29
2. Evaluation Criteria - Currently Are vs Should Be....31
3. Evaluation Criteria - Currently Are vs Should Be....32
4. Perceptions of Problems....34
5. Evaluation Practices - Current Perceptions...36
6. Evaluation Practices - Perceptions of What Should Be....37
7. Evaluation Criteria - Current Perceptions Part One....39
8. Evaluation Criteria - Current Perceptions Part Two....40
9. Evaluation Criteria - Perceptions of What Should Be-Part One....42
10. Evaluation Criteria - Perceptions of What Should Be-Part Two....42
11. Perceptions of Problems....43

Chapter 1

INTRODUCTION

Background and Significance

The current collective bargaining agreement between the Maine Technical College System (MTCS) and the Maine Teachers Association Faculty Unit (MTAFU) states that "Faculty members shall be evaluated annually in accordance with criteria and procedures developed by an Administrator - Faculty Development Committee at each college and approved by the College President and the Faculty President" (MTCS Board of Trustees' Agreement with the MTAFU 1991-1993, p. 11). At NMTC, this committee was called the Academic Leadership Team. The initial problem facing the team was that of developing a clear understanding of the underlying perceptions and potential issues concerning evaluation that needed to be addressed while providing staff members an opportunity for input into the discussions. It was decided that an assessment of faculty perceptions of the evaluation process at NMTC would facilitate this input process. The purpose of this project was to assess faculty perceptions regarding performance evaluation at Northern Maine Technical College (NMTC).

This practicum is clearly related to the Human Resource Development seminar. Groff (1991, p. 13) states:

> If our organizations are to remain viable in the years ahead, models must be developed to assist institutions and individuals to diagnose areas for development and then specify strategies to progress along a charted course of action. Institutions and individuals alike need a comprehensive diagnostic/developmental system to keep growing. It would appear incontrovertible that maximum synergism is achieved when individual diagnostic/developmental systems are in harmony and synchronization with the organizational diagnostic/developmental system.

He adds "In the case of individuals, it should help persons to understand their stage of development and the formulation and revision of professional and personal goals in relation to an image of the future" (1991, p. 13).

Research Questions

The research questions for this project were as follows: (1) How do faculty perceptions of current performance evaluation practices compare with their

perceptions of what evaluation practices should be? (2) How do faculty perceptions of current performance evaluation criteria compare with their perceptions of what evaluation criteria should be? (3) What do faculty perceive to be problems with the current performance evaluation process? (4) How does the departmental perception of each item compare with the overall faculty perception?

Chapter 2

REVIEW OF THE LITERATURE

Evaluation Defined

Miller (1988) defines evaluation as valuing or assessing the worth of a subject. Its role, therefore, "is to assess worth and improve the processes that enhance quality" (Miller, 1988, p. 4). Evaluation may be formal, following a well-defined format and process, or informal, not well structured. Miller (1988, p. 4) says,

> Informal evaluation is less structured, but can have major impact and, in fact, may be the most common form of evaluation in postsecondary education....Formal evaluation requires a structure, goals, procedures, allocation of resources and time; it can be either internal or external, or politically or not politically motivated.

The evaluation process may also be categorized as formative or summative, depending upon the purpose and timing of the evaluation. Scriven (in Miller, 1988, p. 4) "defines formative evaluation as a continuing process during the activity characterized by immediate feedback with the general aim of improvement." He

defines summative evaluation as "that which takes place after the activity has been completed with the criteria of success and/or outcomes examined at that time" (p. 4).

The Case for Faculty Evaluation

"Evaluation is recognized as an important part of education in general, but its role in the two-year college environment has received less attention" (Miller, 1988, p. 1). However, "The recent emphasis on excellence and access has made evaluation a more essential aspect in general planning than any previous time....Although no clear cut definition exists as to what `excellence´ is, every institution strives for improvement" (Miller, 1988, p. 2). Linking faculty evaluation to institutional effectiveness, Miller (1988, p. 24) says, "since teaching is the highest educational priority of two-year college faculty and administrators, the evaluation of instruction is an integral part of the collegiate enterprize...and should be part of the overall development plan of the college." Licata (1989, p. 4) says:

> Converging economic, cultural, political, and demographic elements in the higher education movement have coalesced recently to create a

> general clamor for improved quality and accountability on our campuses. While much attention has been directed to examining effective ways to measure student learning and curricula outcomes, there is reason to believe that attention should be placed on examining faculty evaluation and development practices.

Licata (1988) and Rudman (1990) pointed out the importance of formative evaluation processes being closely connected to a faculty development program that has adequate resources to support identified development needs. Although professional development is an integral part of NMTC's five-year strategic plan and adequate funding is available, no mention is made of evaluation of the teaching/learning process. As stated in the plan:

> Strong emphasis will be placed on professional development for faculty, staff and administrators. This will include an emphasis on enhancing educational credentials at all levels, and annual individual professional development plans will be developed. It is anticipated that these plans will reflect such activities as active membership in professional organizations, completing courses

> and seminars to enhance the individual's competency, attending professional meetings, both local and national, etc. Assuring state-of-the-art competency will be the major goal of professional development within this five year strategic plan (NMTC, 1992, p. 19).

NMTC's motto of "Toward Excellence" creates the vision and expectation of continual improvement of the educational process, therefore establishing the necessity for making a comprehensive evaluation program an essential part of the institutional assessment and planning process.

Identifying the Purpose of the Evaluation Process

The purpose behind the evaluation process will determine whether evaluation is to be formative, supporting growth and improvement, or summative, supporting personnel decisions. Licata (1988, p. 50) says:

> The key to the success of this [evaluation] process is, of course, the nature of the evaluation. To be effective, post-tenure evaluations need to be *formative*. Formative evaluations seek to identify areas of performance that need to be strengthened and can become the

basis for faculty improvement, growth, and development. By contrast, *summative* evaluations are outcome-oriented--that is, they are used primarily for making personnel decisions.

Licata (1988, p.54) also states:

> Most evaluation experts strongly believe that these two types of evaluations must be designed and implemented separately. However, in my view, it may be wise to link these two processes. For instance, if a series of post-tenure formative evaluations show little, if any, improvement in seriously deficient performance, it may be administrative and academically appropriate to conduct a summative evaluation as a possible prelude to dismissal for cause. Likewise, the results of annual summative evaluations undertaken for salary determination or other personnel decisions could guide a separate three- or five-year formative review. This could avoid the nightmare of cumbersome paperwork and process involved in two separate, ineffective evaluations.

Defining What Is To Be Evaluated

In order for an evaluation process to be effective, the item or process being evaluated must be as clearly defined as possible. The complexities of the teaching/learning process, coupled with the wide variety of educational settings, makes definition of the process a challenging process, at best, and necessitates the use of appropriate criteria for given situations.

Cashin (1989) lists seven major areas that should be included in any definition of teaching. They are: (1) subject mastery, (2) curriculum development, (3) course design, (4) delivery of instruction, (5) assessment of instruction, (6) availability of teacher to students, and (7) administrative requirements. Andrews and Licata (1989) list the following evaluation criteria in their study:

> (1) classroom effectiveness, (2) contributions to department, (3) campus committee work, (4) course or curriculum development, (5) attendance and reliability, (6) innovation in teaching methods, (7) advising students, (9) public service activities, and (10) activity in professional societies.

To the Alfred State Community College Task Force On Teaching Excellence (1990), teaching excellence is:

(1) The positive, productive interaction among the student, the instructor, the course material, and the campus community.

(2) Demonstrated when each student leaves the classroom richer for the experience of having been there.

(3) Demonstrated when the student is stimulated through a variety of methods to learn as much as possible.

(4) Exhibited when the teacher conveys to students that they must reach beyond the knowledge of "facts" which is comprehension, to the knowledge of "concepts," which is understanding, and then to the knowledge of "self," which is wisdom.

(5) Demonstrated when teachers overcome obstacles which might deter them from meeting their objective: to cause learning to take place.

(6) Often typified by a multiplicity of teaching styles used by an individual to facilitate the exchange of knowledge. In any institution marked by excellence, many teaching styles will be fostered.

The same task force also listed what they considered to be characteristics and behaviors of excellent teachers. They are:

(1) Excellent teachers possess favorable attitudes toward students.

(2) Excellent teachers possess effective communication skills.

(3) Excellent teachers possess a knowledge of subject matter that is current and thorough.

(4) Excellent teachers set goals and objectives.

(5) Excellent teachers demonstrate enthusiasm about their subject matter.

(6) Excellent teachers are fair in evaluating and grading.

(7) Excellent teachers experiment willingly.

(8) Excellent teachers encourage students to think.

McKinnon, et.al. (1993) list four major areas of importance in evaluating faculty performance: (1) teaching effectiveness, (2) scholarly/creative activity, (3) service to college, community, and profession, and (4) personal attributes.

Licata (1988, p. 55) says:

In the end, individual institutions and their key

> decision-makers must decide on the viability of the post-tenure review process by carefully assessing institutional need, readiness, and potential for successful implementation. Institutions must also be committed to provide the necessary resources to synchronize the evaluation system with appropriate faculty development efforts....Tenured faculty are a key institutional resource--a resource that directly helps shape institutional flexibility and quality.

Union Involvement in Faculty Evaluation

For many, a major question to be answered concerns the role of faculty unions in the evaluation process. Licata (1988, p. 66) asks:

> A union protects its faculty members by preserving job security and due process procedures. Under most bargaining statutes all aspects of an evaluation system fall into the scope of negotiation. Thus, a union's cooperation is critical for the adoption, acceptance, and implementation of a post-tenure review system.

Purcell (1988, p. 58) says, "...unions in the work place are all about due process. The quality of the evaluation method is procedural due process, while the

quality of the evaluative product is nothing more than substantive due process." He emphasizes that in a unionized setting the union is critical to the adoption, acceptance, and implementation of any evaluation program.

Current Perceptions of Faculty and Administrators

Andrews and Licata in their 1989 study of The State of Faculty Evaluation in Community, Technical, and Junior Colleges within the North Central Region found that "Administrators and faculty leaders in the North Central community, technical and junior colleges came across as a group being supportive of good evaluation. They highly supported the `present´ and `ideal´ use of evaluation as an individual faculty development process outcome" (p. 20). Recommendations resulting from this study (p. 21) included the following evaluation design recommendations:

1. Tie evaluation system to faculty development/to a formative purpose.
2. Increase peer involvement/explore classroom visitation as a technique.
3. Enhance student involvement in review through student evaluation of teaching/improve student evaluation instrumentation.

4. Involve faculty in design and establishment of individual professional goals.

5. Lessen importance of student evaluation.

6. Ensure plan is consistent and systematic, decreasing possibility for subjective assessment.

7. Include multiple resources of evaluation input.

Evaluation implementation recommendations included:

1. Provide opportunities for training of evaluators.

2. Decrease frequency of evaluation from yearly to a two to three year cycle.

3. Establish a nonthreatening climate for evaluation.

The important evaluation outcomes identified included:

1. Provide incentives for excellent performers.

2. Provide adequate resources for faculty development.

3. Make evaluation more effective in retention/dismissal/reward.

4. Monitor results of development plans established as a consequence of the evaluation.

E.J. Padron (in Romanik 1986, p. 3) lists the following assumptions upon which to appraise a staff evaluation model:

First, the emphasis upon accountability within community college education will continue into the future making the evaluation of faculty, staff, and administrators inevitable. Second, a perfect evaluation plan has not been developed to date since all evaluation data have limitations. The challenge, therefore, is to develop a viable staff evaluation plan where future refinement will be possible. Finally, an exemplary evaluation plan emphasizes participation in the development process from those being evaluated and should also emphasize staff development, as well as accountability.

It would appear that current literature supports the development of an evaluation process that fosters both faculty growth and accountability, and involves faculty in developing and refining the process. It is clear from the literature that institutional effectiveness is connected to an evaluation process that facilitates continual review and improvement of the teaching/learning process.

Chapter 3

METHODOLOGY AND PROCEDURES

Problem Solving Methodology

The evaluation problem-solving methodology was used in this project because the data gathered was used to make judgements about the performance evaluation process at NMTC. As outlined in Rankin (1991, p. 6) the general procedures used in this study included:

1. preparing an agreement between the evaluator and the sponsor;
2. specifying what is to be evaluated, the purpose, the audience, the procedures, etc.
3. defining the criteria to be used to determine the merit or worth;
4. collecting data by using an appropriate set of methods;
5. analyzing data;
6. reporting findings; and
7. drawing conclusions and making recommendations.

Procedures

In accordance with the NMTC Research Policy, a project plan was developed and submitted to the research review committee for approval. Subsequently, a review of the literature was conducted to assess

current ideas and methods utilized in evaluating faculty performance at the two-year college. This review located the Andrews and Licata (1989) study. In this study, an examination was made of the perceptions of faculty and administrators regarding evaluation purposes, criteria used and problems encountered. It was from this study that the basic format of the NMTC study was derived.

Section One of the NMTC study focused on evaluation practices, using the purposes listed by the Andrews and Licata study (1989). In order to develop a sense of action, these were called "practices" and the study was used to ascertain if they were currently likely to occur and whether or not they were desirable practices to be included in the evaluation process. Section Two used the same list of criteria as Andrews and Licata. Section Three used the same list of typical problems as Andrews and Licata. In all three sections, other items were added as a result of feedback received from faculty involved in the survey development process. It was felt that the face validity for the study would be strong, given the fact that the core items were used in a much larger survey and, therefore, were representative of the evaluation

process elsewhere. Comments on the validity of the items were also solicited from administrators involved with reviewing and/or restructuring the evaluation process. The "General Guidelines for Designing Surveys" listed by Isaac and Michael (1990, p. 129) was used as a guide during the development process. As previously mentioned, the survey was field tested with four faculty members, one from each of the teaching departments, who were members of the Academic Leadership Team, and one administrator. During the development process, refinements were made in the instrument, based on input from research experts and those participating in the field test. See Appendix A, Page 52, for a sample of the instrument.

Descriptive statistics were used for analysis of the data gathered because this study was descriptive and not inferential in design. Dual likert type scales were used for each item in sections one and two to assess perceptions of what "currently is" and what "should be" happening with the evaluation process at NMTC. Section Three used a single likert scale to indicate the degree to which each item might or might not be a problem at NMTC. The results were presented in table and graph form in the final report.

The instrument was given to all full-time (47) faculty using the on-campus mail system. A cover letter explaining the purpose of the project was attached to each survey (see Appendix B, Page 55). Two weeks were allowed for completion of the survey. A seventy-percent response rate was set as the target response rate. At the end of two weeks, the response rate was less than forty percent. A reminder memo was sent to all staff asking for their cooperation in completing the survey. Another two-week period resulted in only a forty-two percent response rate. At that time each faculty member was contacted in person to see if they had responded to the survey and were provided with another copy if they had not. This report, with recommendations for action, was submitted to the Academic Leadership Team.

Definition of Terms

For the purpose of this project, the following definitions were used: (1) performance evaluation was defined as the assessment of the effectiveness of faculty actions on the teaching/learning process; (2) faculty included all full-time faculty teaching at NMTC for at least one year; (3) the Academic Leadership Team was the ad hoc committee formed to assess the

evaluation process at NMTC, (4) evaluation practices were considered to be actions taken as part the evaluation process; (5) evaluation criteria were specific, observable actions that might or might not be found in faculty job descriptions and (6) evaluation problems were those listed by Andrews and Licata.

Limitations

Limitations of this study include: (1) the results can be generalized only to the NMTC campus; (2) some respondents may not express their true feelings; (3) some existing issues or concerns may not be included in the survey; and (4) a less-than-desired response rate would limit the interpretation of the results as a true reflection of faculty perceptions.

Assumptions

Several assumptions apply to this study. First, it was assumed that the survey would be valid. Second, it was assumed that items chosen from the review of the literature were valid items to include in the survey and would reliably measure current faculty perceptions. Third, the assumption was made that faculty responses would be a true representation of their perceptions of the evaluation process. Fourth, the assumption was made that faculty wanted to share their feelings.

Chapter 4

RESULTS

Following the planned response period and subsequent personal contact with each faculty member, the response rates were as follows: (1) General Education 60%, (2) Business Technology 50%, (3) Trade and Technology 64.7%, and (4) Nursing 50%. Twenty-seven of the forty-seven full-time faculty included in the survey responded, yielding an overall response rate of 57.4%. The results were reported as they pertained to each of the four research questions.

Question #1.

How do faculty perceptions of current performance evaluation practices compare with their perceptions of what evaluation practices should be? Section One of the survey assessed faculty responses to this question. The mean scores on each item were calculated and listed in Table #1 on page 27. Item #4 yielded a mean score of 3.67, indicating a general perception that faculty believed it was likely to occur, while item #7 yielded a mean score of 2.67, indicating uncertainty about the likelihood of it's occurring. The rest of the items' mean scores ranged from 1.69 to 2.31, establishing the perception that these items were not likely to occur.

Perceptions of the same items in the "SHOULD BE" section were mixed. Items #1, #3, and #7, with scores of 3.63, 3.55 and 3.67 respectively, showed a tendency toward the perception that these items were desirable practices. The other scores in this portion of the

Table 1

Perceptions of Evaluation Practices

Items	Currently Are Mean Score	Should Be Mean Score
1. used to plan for individual faculty development	1.98	3.53
2. used as basis for mutually developed individual growth contracts	1.85	3.09
3. shared with faculty and coupled with a plan for improvement	2.31	3.55
4. shared with faculty who are left to their own devices to improve	3.67	2.82
5. used to support merit compensation or recognition	1.82	3.29
6. supported by an effective reward system	1.69	3.30
7. composed of multiple sources of input - peers, supervisors, students, self	2.67	3.67
8. used to make promotion decisions	1.90	3.11
9. used to make retention-dismissal decisions	2.14	3.17
10. used to weed out incompetent faculty	2.06	3.07

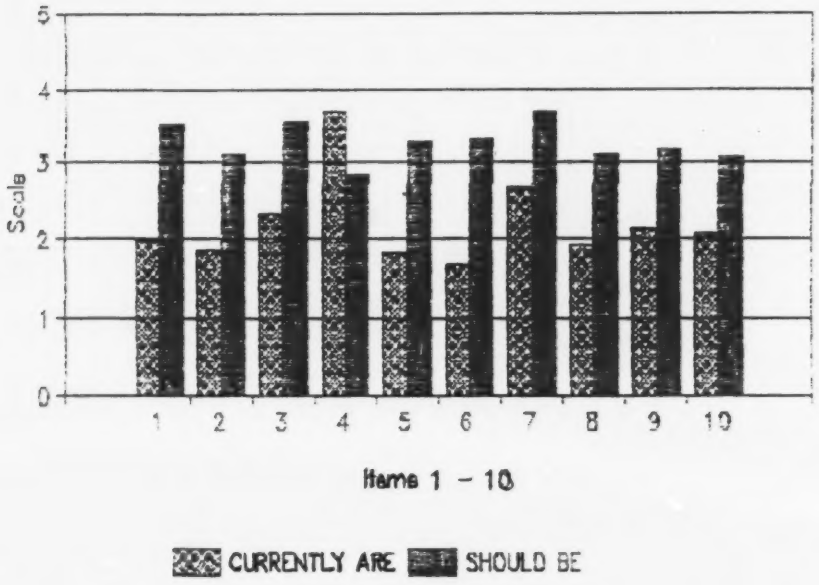

Figure #1

EVALUATION PRACTICES - Currently Are vs Should Be

survey clustered closely around a score of 3, indicating a feeling of being "unsure" about their inclusion in an evaluation process. Also see Figure #1 above.

Question #2.

How do faculty perceptions of current performance evaluation criteria compare with their perceptions of what evaluation criteria should be? This question was addressed in Section Two of the survey, with the results presented in Table 2 on page 29 and in figures

2 and 3 on page 30 and 31. Current perceptions of evaluation criteria used ranged from unlikely to occur (1.98) to unsure (2.96). Perceptions of what criteria should be used revealed that items #11, #13, #14, #15, #18 and #25 were viewed as desirable, with scores ranging from 4.06 to 4.34. Items #12, #22 and #24 showed a strong tendency toward being desirable, with scores of 3.83, 3.73 and 3.53 respectively. Items #16, #17, #19, #20, #21, #26, #27, #31 and #32 in table 2

Table 2

Evaluation Criteria

Items	Currently Are Score	Should Be Score
11. classroom effectiveness	2.96	4.34
12. department contributions	2.54	3.83
13. curriculum development	2.34	4.11
14. reliability	2.44	4.28
15. innovative teaching	2.47	4.19
16. public service activities	1.98	3.37
17. professional society activities	2.13	3.47
18. safety of teaching environment	2.67	4.06
19. maintain program budget	2.04	3.12
20. order equipment	2.12	3.03
21. maintain equipment	2.17	3.08
22. student advising	2.31	3.73

23.	advisor to student groups	2.27	2.72
24.	professional development activities	2.77	3.53
25.	interpersonal communication skills	2.67	4.41
26.	campus committee work	2.68	3.40
27.	availability to students other than office hours	2.47	3.38
28.	research	1.95	2.88
29.	consulting services to business and industry	2.12	2.83
30.	publication	1.93	2.57
31.	graduate studies	2.77	3.23
32.	professional- occupational practice	2.22	3.30

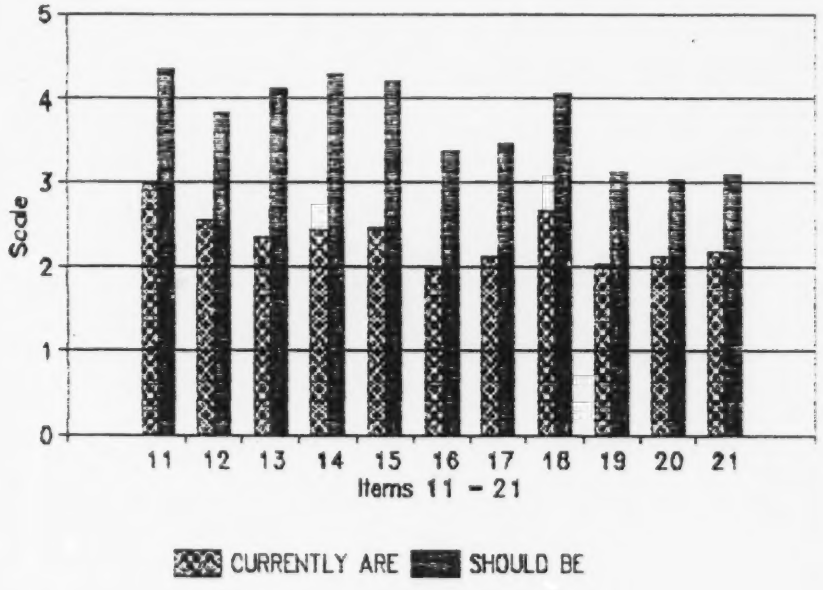

Figure #2

EVALUATION CRITERIA - Currently Are vs Should Be

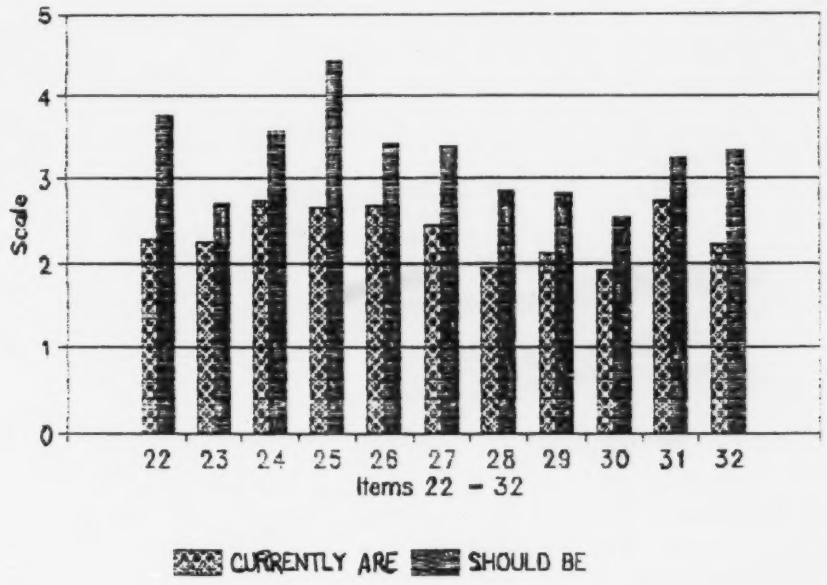

Figure #3

EVALUATION CRITERIA - Currently Are vs Should Be

clustered closely around a perception of unsure. The rest of the items were rated at 2.57 or higher, also indicating a tendency toward being unsure.

Question #3.

What do faculty perceive to be problems with the current evaluation process? Section Three of the survey assessed faculty perceptions of ten problems as they pertained to the evaluation process at NMTC. The results were presented in Table 3 on page 32. The mean scores on items #34, #35, #36, #38, #39 and #42 ranged

from 3.46 to 3.89, indicating a feeling that there were problems at NMTC. A mean score of 2.95 on #33 indicated faculty were unsure of this item, while a mean score of 2.20 on #40 indicated a strong feeling that problems did exist. A mean score of 2.26 on item

Table 3

Evaluation Problems - Faculty Perceptions

Items	Mean Score
33. ineffective implementation of professional development plans	2.95
34. reward system ineffective	3.76
35. evaluators not properly trained	3.53
36. faculty resistance	3.59
37. excessive paperwork	3.22
38. lack of communication	3.89
39. lack of trust	3.89
40. no existing problems	2.20
41. evaluation too frequent	2.26
42. process not individualized enough	3.46

#41 indicated that faculty held a strong perception that evaluation was not frequent enough. These results are also shown in figure #4 on page 33. The scale used ranged from 1 (strongly disagree) to 5 (strongly agree).

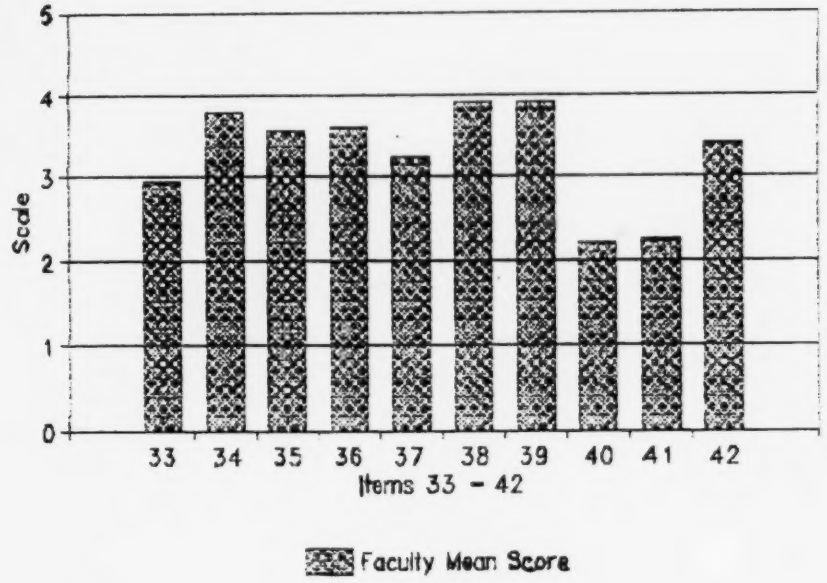

Figure #4

PERCEPTIONS OF PROBLEMS

Question #4.

How does the departmental perception of each item compare to the overall faculty perception? The purpose of this question was to identify any departmental differences in responses that might identify potential issues for discussion. The range of score on each item was used as an indicator of the degree of agreement on each item and the degree to which the mean truly represented faculty feelings on the item. A range of one or higher was used to indicate a general difference

of perception on the item. warranting further review by the committee. Column labels used in tables 4 - 8 are as follows: (1) Items - survey items, (2) G.E. - General Education, (3) B.T. - Business Technology, (4) T.T. - Trade and Technology, (5) N - Nursing, (6) Range - difference between high and low scores, and (7) F. Avg. - Faculty average on the item. The results were presented in Tables 4 through 8 on pages 34 through 42 and listed mean scores by department, the range of scores, and the overall faculty average. See figure #5 page 35.

Table 4

Evaluation Practices - Current Perceptions

Items	G.E.	B.T.	T.T.	N	Range	F. AVG.
1.	2.5	1.4	1.82	2.2	1.1	1.98
2.	2.0	1.2	1.82	2.4	1.2	1.85
3.	2.67	1.8	2.36	2.4	.87	2.31
4.	3.33	4.2	3.73	3.4	.87	3.67
5.	1.83	1.8	1.64	2.0	.36	1.82
6.	2.0	1.6	1.36	1.8	.64	1.69
7.	3.33	2.2	2.55	2.6	1.1	2.67
8.	1.5	2.0	1.91	2.2	.7	1.9
9.	2.17	2.2	2.18	2.0	.2	2.14
10.	2.17	2.0	2.09	2.0	.17	2.06

Items #1, #2, and #7 yielded a range of one or higher, indicating a general difference in

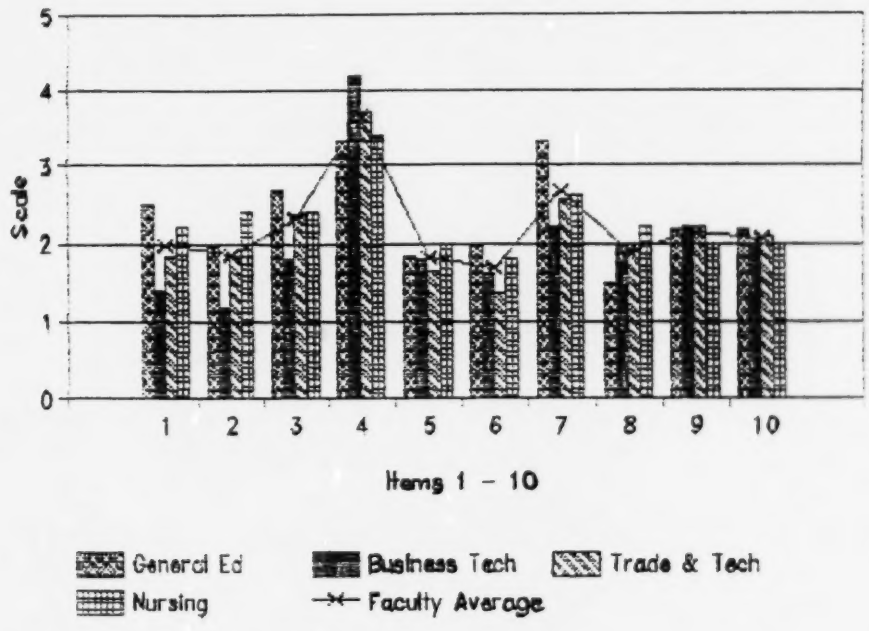

Figure #5

EVALUATION PRACTICES - Current Perceptions

perception between departments on these items. The other items yielded ranges of less than one, indicating general agreement on the item. As a result, the average scores on these items were viewed to be representative of faculty feelings in general.

Table 5 on page 35 revealed general disagreement on perception of what practices would be desirable to use, except for item four, which had a range of .97 and might also be indicating general disagreement.

Table 5

Evaluation Practices - Perceptions of What Should Be

Items	G.E.	B.T.	T.T.	N	Range	F. AVG.
1.	2.5	3.2	4.0	4.4	1.9	3.53
2.	2.0	3.0	3.36	4.0	2.0	3.09
3.	2.67	3.6	3.55	4.4	1.73	3.55
4.	3.33	3.2	2.36	2.4	0.97	2.82
5.	1.83	4.0	3.55	3.8	2.17	3.29
6.	2.0	4.0	3.82	3.4	2.0	3.3
7.	3.33	4.4	3.73	3.2	1.2	3.67
8.	1.5	3.8	3.73	3.4	2.3	3.11
9.	2.17	3.4	3.73	3.4	1.56	3.17
10.	1.33	4.4	3.36	3.2	3.07	3.07

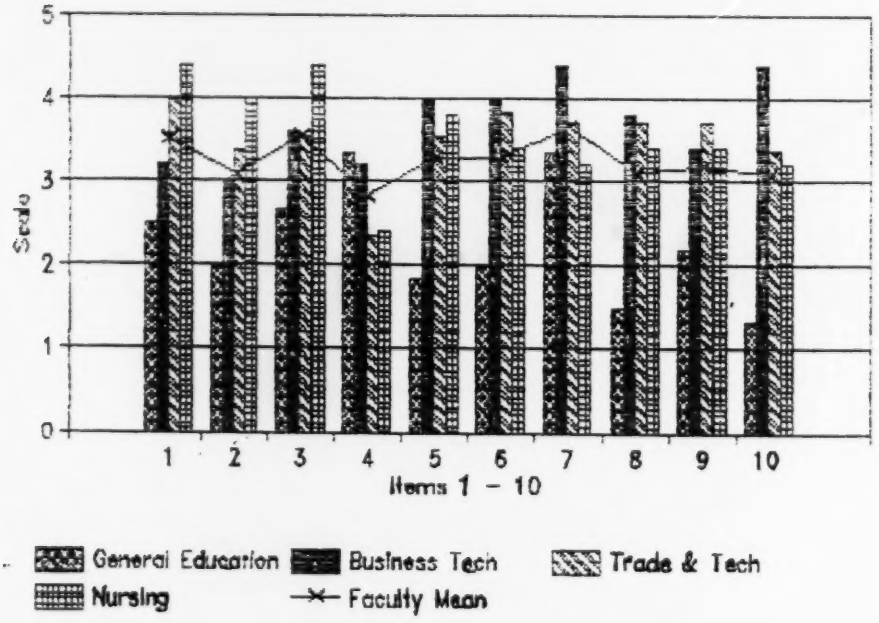

Figure #6

EVALUATION PRACTICES - Perceptions of What Should Be

Items #13, #14, #17, #25, #27, and #32 on Table 6 below revealed a range of one or greater, indicating a difference in perception concerning the current evaluation criteria being used. The other scores on Table 6 were considered to be accurate representations of faculty perceptions.

Faculty perceptions of what evaluation criteria were desirable to use were summarized in Table 7 on page 40 and revealed twelve items with a range greater than one. They include: #12, #16, #17, #19, #21, #23, #24, #26, #27, #29, #31, and #32. Section Three of the Table 6

Evaluation Criteria - Current Perceptions

Items	G.E.	B.T	T.T	N	Range	F. AVG.
11.	2.83	2.8	2.82	3.4	**0.6**	2.96
12.	2.83	2.2	2.94	2.2	**0.74**	2.54
.13.	2.33	1.4	2.64	3.0	**1.6**	2.34
14.	2.5	1.6	2.45	3.2	**1.6**	2.44
15.	2.89	2.0	2.64	2.4	**0.89**	2.47
16.	2.33	1.6	2.18	1.8	**0.73**	1.98
17.	2.67	2.0	2.27	1.6	**1.07**	2.13
18.	2.67	2.8	2.82	2.4	**0.42**	2.67
19.	2.17	2.0	2.18	1.8	**0.38**	2.04
20.	2.5	1.8	2.36	1.8	**0.7**	2.12
21.	2.5	2.0	2.36	1.8	**0.7**	2.17
22.	2.67	2.2	2.36	2.0	**0.67**	2.31
23.	2.33	2.6	2.36	1.8	**0.56**	2.27

24.	2.83	3.0	2.64	2.6	0.4	2.77
25.	2.83	2.0	2.45	3.4	1.4	2.67
26.	3.0	3.0	2.73	2.0	1.0	2.68
27.	2.67	1.8	2.82	2.6	1.02	2.47
28.	2.33	1.6	2.27	1.6	0.73	1.95
29.	2.33	2.0	2.36	1.8	0.56	2.12
30.	2.5	1.8	1.82	1.6	0.9	1.93
31.	2.5	3.0	2.36	3.2	0.84	2.77
32.	3.2	1.4	2.09	2.2	1.8	2.22

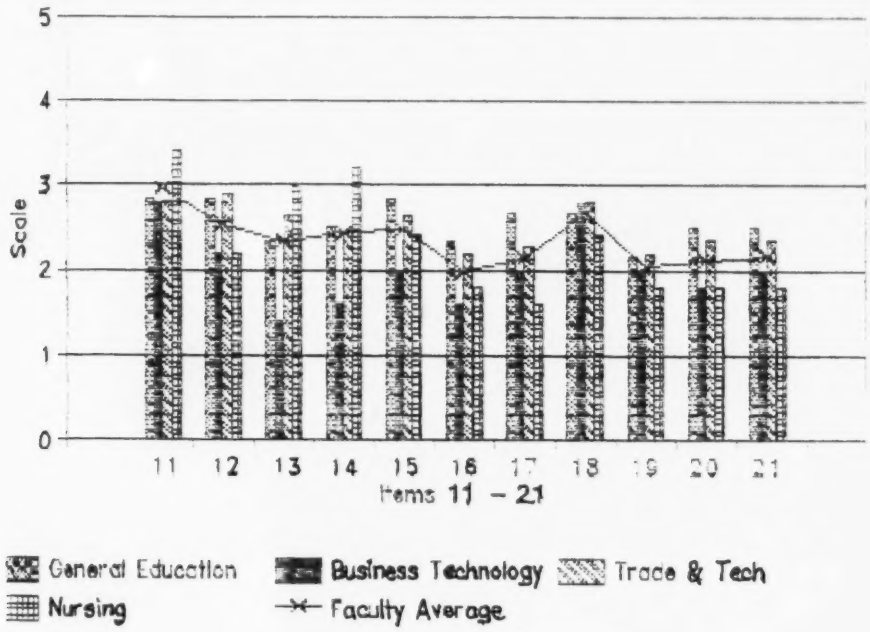

Figure #7

EVALUATION CRITERIA - Current Perceptions Part One

survey, dealing with perceptions of existing problems with the evaluation process at NMTC, was summarized in

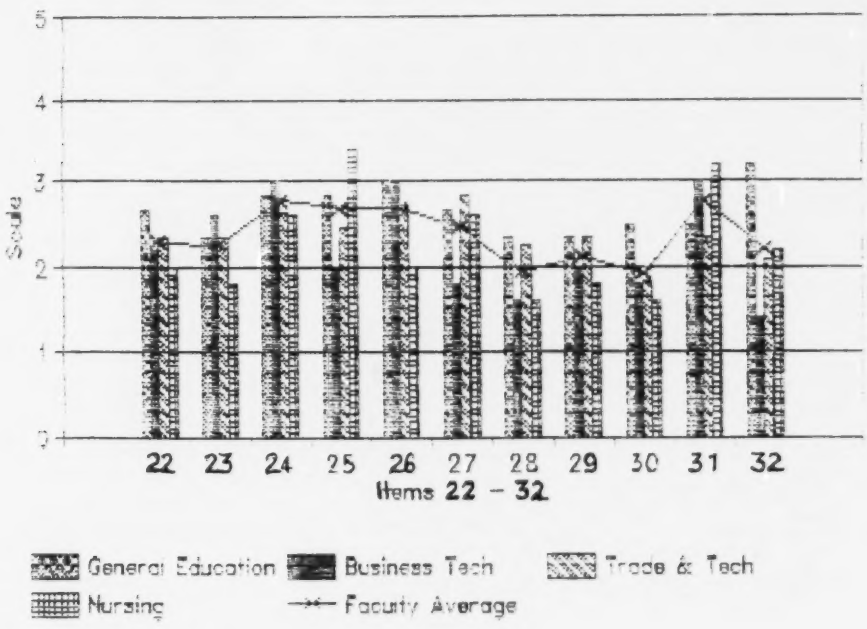

Figure #8

EVALUATION CRITERIA - Current Perceptions Part Two

Table 8 on page 42. Of the items listed in this section, seven were found to have a range of one or larger indicating a difference of opinion regarding existing problems with evaluation at NMTC. Item #34, with a range of .27, and mean of 3.76, reveals a general agreement that the reward system is ineffective. Item #36, with a range of .63 and a score or 3.59, indicates a feeling that faculty resistance is an existing problem. The final Item item #41, indicated evaluation was not frequent enough.

Table 7

Evaluation Criteria - Perceptions of What Should Be

Items	G.E	B.T.	T.T.	N	Range	F. AVG.
11.	4.17	4.6	4.2	4.4	**0.43**	4.34
12.	4.0	4.2	4.1	3.0	**1.2**	3.83
13.	3.83	4.2	4.0	4.4	**0.6**	4.11
14.	4.0	4.2	4.3	4.6	**0.6**	4.28
15.	4.17	4.4	4.2	4.0	**0.4**	4.19
16.	3.17	4.0	3.5	2.8	**1.2**	3.37
17.	2.67	3.8	4.2	3.2	**1.53**	3.47
18.	3.83	4.2	4.2	4.0	**0.37**	4.06
19.	2.67	3.2	3.8	2.8	**1.13**	3.12
20.	3.0	2.8	3.5	2.8	**0.7**	3.03
21.	3.0	3.0	3.7	2.6	**1.1**	3.08
22.	3.33	4.2	3.4	4.0	**0.87**	3.73
23.	2.17	2.6	3.3	2.8	**1.13**	2.72
24.	2.83	3.4	3.9	4.0	**1.17**	3.53
25.	4.33	4.4	4.3	4.6	**0.3**	4.41
26.	3.5	3.8	3.7	2.6	**1.2**	3.4
27.	3.83	3.2	4.1	2.4	**1.7**	3.38
28.	2.5	2.8	3.4	2.8	**0.6**	2.88
29.	2.33	1.8	4.0	3.2	**2.2**	2.83
30.	2.17	2.6	2.7	2.8	**0.63**	2.57
31.	2.4	3.6	3.1	3.8	**1.4**	3.23
32.	3.0	2.4	4.2	3.6	**1.8**	3.3

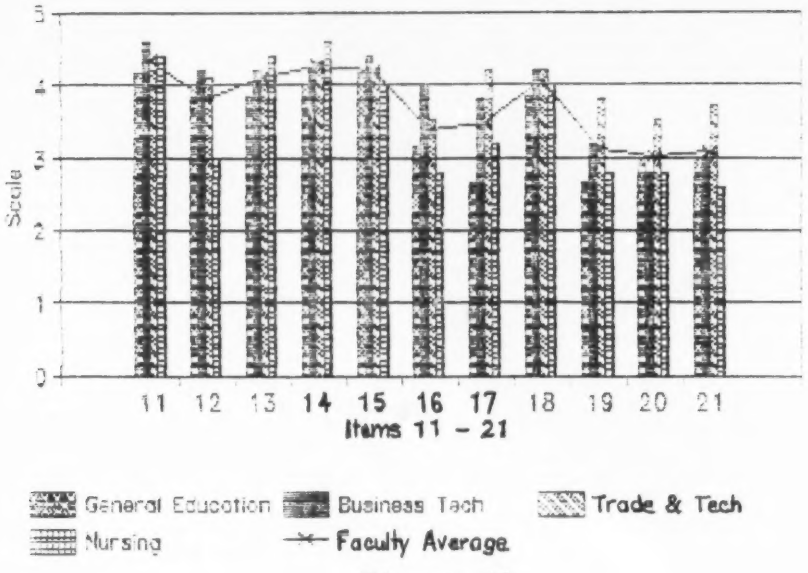

Figure #9

EVALUATION CRITERIA - What Should Be Part One

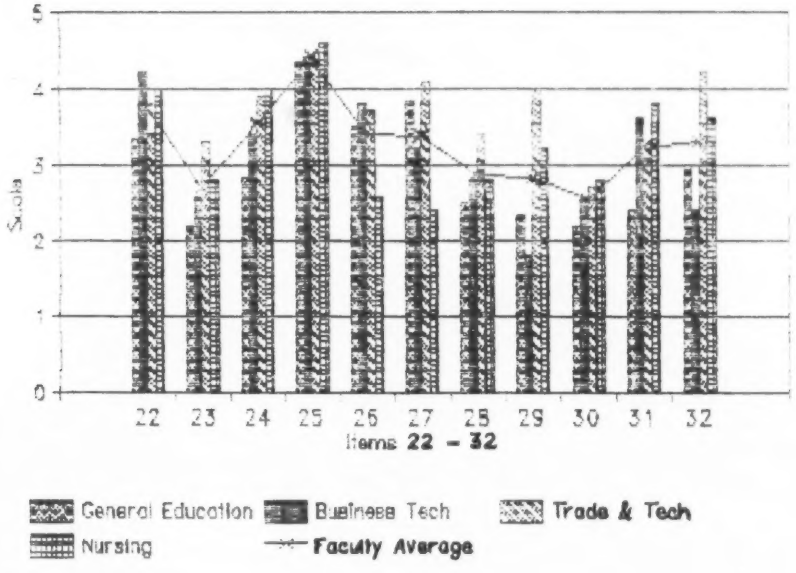

Figure #10

EVALUATION CRITERIA - What Should Be Part Two

Table 8

Perceptions of Problems With Current Process

Items	G.E.	B.T.	T.T.	N	Range	F. AVG.
33.	2.83	4.0	3.18	1.8	2.2	2.95
34.	3.5	4.0	3.73	3.8	0.27	3.76
35.	3.5	4.0	3.64	3.0	1.0	3.53
36.	3.83	3.8	3.55	3.2	0.6	3.59
37.	3.83	3.0	3.45	2.6	1.23	3.22
38.	3.67	4.6	3.91	3.4	1.2	3.89
39.	3.83	4.8	3.73	3.2	1.6	3.89
40.	2.67	2.2	1.55	2.4	1.12	2.2
41.	2.0	2.0	2.64	2.4	0.64	2.26
42.	4.33	3.2	3.27	2.8	1.53	3.4

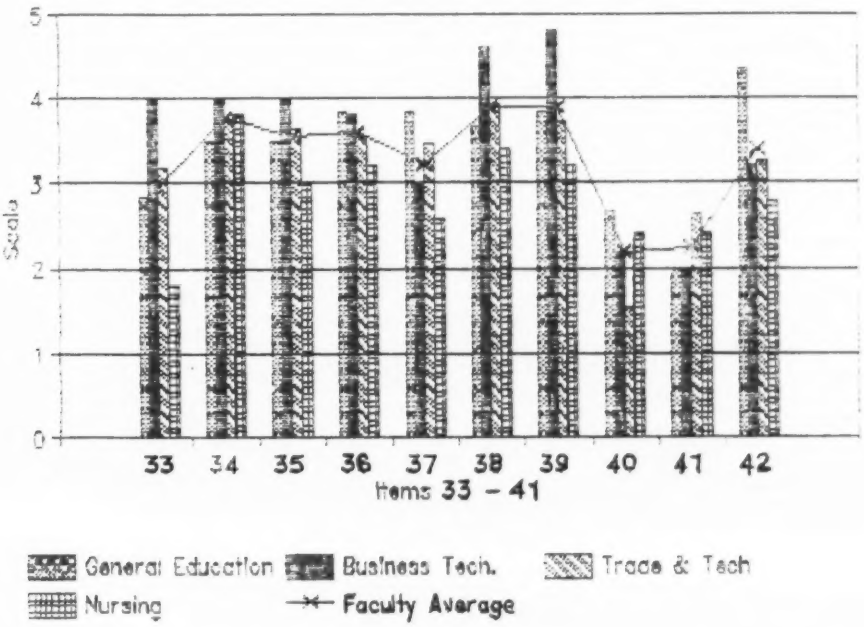

Figure #11

PERCEPTIONS OF PROBLEMS

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The results of this survey were compared to those obtained by Andrews and Licata (1989). This helped to develop an understanding of how NMTC faculty perceptions to those of their colleagues elsewhere and a feel for how evaluation at NMTC compared with evaluation in other community colleges.

Section One - Evaluation Practices

NMTC faculty respondents felt that it was unlikely for evaluation results to be used to plan for individual faculty development, but indicated a perception that they should be. Sixty-one percent of the Andrews and Licata respondents seem to agree that evaluation results should be used in this manner.

NMTC respondents indicated a perception that results of evaluation were shared with faculty who are left to their own devices to improve. Sixty-two of the Andrews and Licata respondents felt this to be the case also.

On the issue of using evaluation results to make promotion and retention/dismissal decisions, NMTC

respondents indicated this was not currently the case, but were unsure if this was desirable or not. Sixteen percent of Andrews and Licata respondents felt that this was desirable.

Section Two - Evaluation Criteria

NMTC respondents were unsure if assessment of classroom effectiveness was used in current evaluation practice, but felt that it should be. Andrews and Licata respondents chose this as the most important of all evaluation criteria. Andrews and Licata respondents chose departmental contributions as the number-two-ranked evaluation criteria and NMTC respondents felt it should also be included. NMTC respondents felt curriculum development should be part of the evaluation process, with Andrews and Licata respondents agreeing by ranking it fourth in their top ten choices. Both groups agreed that reliability should be a part of the evaluation process, as well as innovative teaching, student advising, and professional society activities. Andrews and Licata respondents also felt availability to students was an important evaluation criteria, but NMTC respondents were unsure.

Section Three - Problems.

Six problems most frequently listed by Andrews and

Licata respondents were listed in rank order. Ineffective implementation of development plans was the most frequently mentioned. NMTC respondents were unsure if this was a problem. Lack of an effective reward system was the number two concern listed by Andrew and Licata, with NMTC respondents tending to agree. Inadequate training of evaluators was listed third by Andrews and Licata, with NMTC respondents tending to agree. Faculty resistance was listed as the fourth problem and, again, NMTC respondents seemed to agree. While excessive paper work was listed by Andrews and Licata, NMTC respondents were unsure if this was true at NMTC. Only six percent of the Andrews and Licata respondents indicated that there were no problems with their evaluation process giving the indication that most felt there were problems. NMTC respondents also feel that problems existed. While Andrews and Licata respondents felt evaluation occurred too frequently, NMTC respondents indicated just the opposite feelings.

Implications

Section One

The apparent reluctance to identify clearly a preferred evaluation practice may be understandable

when coupled with Items #38, #30, and #40. These identify problems with trust and communications, which limit the risk taking people are willing to undertake.

Section Two

The respondents clearly identified several criteria they felt important to be included in an evaluation process. These, coupled with those viewed with a degree of uncertainty, provide the Academic Leadership Team with a core of information around which to develop a definition of what teaching excellence is considered to be at NMTC. The divergence of opinion on several items may indicate a need to individualize or customize parts of the process, based on unique teaching situations.

Section Three

The respondents' close agreement on the ineffectiveness of the reward system may be the result of the current financial environment that finds over fifty percent of faculty at the top of the pay scale, with no raise for the last two years and none in the near future. This may also be an indicator of feelings that the system doesn't differentiate between faculty on the basis of merit and expertise.

The perceived problems with trust and communications are core issues that must be satisfactorily dealt with if any substantive improvement in the evaluation process is to be made. The perception that evaluation is not frequent enough may not be surprising given the fact that formal, in-class evaluation does not occur. It would seem that faculty are saying they want to be evaluated. Clearly, there seemed to be a feeling that change in the process was necessary, coupled with a general reluctance to initiate such change.

Conclusions

The results of the survey point to several conclusions that include the following:

1. Evaluation data should be shared with faculty and coupled with a plan for improvement.
2. There is a divergence of opinion about the desirability of many of the items.
3. Six evaluation criteria clearly desired by the respondents included classroom effectiveness, curriculum development, reliability, innovative teaching, safety of the teaching environment, and interpersonal communication skills.
4. Respondents were definite about the

ineffectiveness of the reward system.

5. The issues of trust and communication were strongly felt to be problems needing attention.

6. Faculty share similar perceptions of the evaluation process as their colleagues elsewhere.

Recommendations

Based on the survey results, the following recommendations were made:

(1) attempt to identify and remedy problems related to the trust and communications issues;

(2) utilizing the identified evaluation criteria, define teaching excellence at NMTC;

(3) design a formative evaluation process that links evaluation to available resources to support development;

(4) identify other exemplary faculty evaluation programs to study; and

(5) utilize the data obtained from this project, along with additional faculty input, when making recommendations for change in the current evaluation process.

The results of this project were presented to the Academic Leadership Team, the college president and placed on file in the NMTC library.

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Appendix A

ASSESSING PERCEPTIONS OF PERFORMANCE EVALUATION AT NMTC

The purpose of this survey is to compare your **CURRENT** perceptions of faculty performance evaluation at NMTC with your perceptions of the way you think it **SHOULD BE** Your completion of this questionnaire will provide valuable input to the Academic Leadership Committee's discussion of performance evaluation at NMTC. **All responses wil remain confidential. Please return the completed survey to Terry Overlock by December Thank you.**

Please place a check in front of your current department.

___General Education ___Business Technology ___Trade/Tech ___Nursing

Directions: Please circle the number from the following list that most closely indicates y reaction to each item.

	CURRENTLY ARE					SHOULD BE				
	very likely to occur					very undesirable				
	likely to occur					undesirable				
	unsure					unsure				
	unlikely to occur					desirable				
	very unlikely to occur					very desirable				
Please complete the following statements:										
EVALUATION PRACTICES ARE:										
1. used to plan for individual faculty development	1	2	3	4	5	1	2	3	4	5
2. used as basis for mutually developed individual growth contracts	1	2	3	4	5	1	2	3	4	5
3. shared with faculty and coupled with a plan for improvement	1	2	3	4	5	1	2	3	4	5
4. shared with faculty who are left to their own devices to improve	1	2	3	4	5	1	2	3	4	5
5. used to support merit compensation or recognition	1	2	3	4	5	1	2	3	4	5
6. supported by an effective reward system.	1	2	3	4	5	1	2	3	4	5
7. composed of multiple sources of input. (peers, supervisors, students, self)	1	2	3	4	5	1	2	3	4	5
8. used to make promotion decisions	1	2	3	4	5	1	2	3	4	5
9. used to make retention/dismissal decisions	1	2	3	4	5	1	2	3	4	5
10. used to weed out incompetent faculty	1	2	3	4	5	1	2	3	4	5

CRITERIA USED FOR EVALUATION:	CURRENTLY ARE very likely to occur likely to occur unsure unlikely to occur very unlikely to occur	SHOULD BE very undesirable undesirable unsure desirable very desirable
11. classroom effectiveness	1 2 3 4 5	1 2 3 4 5
12. department contributions	1 2 3 4 5	1 2 3 4 5
13. curriculum development	1 2 3 4 5	1 2 3 4 5
14. reliability	1 2 3 4 5	1 2 3 4 5
15. innovative teaching techniques	1 2 3 4 5	1 2 3 4 5
16. public service activities	1 2 3 4 5	1 2 3 4 5
17. professional society activities	1 2 3 4 5	1 2 3 4 5
18. safety of teaching environment	1 2 3 4 5	1 2 3 4 5
19. maintain program budget	1 2 3 4 5	1 2 3 4 5
20. order equipment	1 2 3 4 5	1 2 3 4 5
21. maintain equipment	1 2 3 4 5	1 2 3 4 5
22. student advising	1 2 3 4 5	1 2 3 4 5
23. advisor to student organizations	1 2 3 4 5	1 2 3 4 5
24. professional development activities	1 2 3 4 5	1 2 3 4 5
25. interpersonal communication skills	1 2 3 4 5	1 2 3 4 5
26. campus committee work	1 2 3 4 5	1 2 3 4 5
27. availability to students other than office hours	1 2 3 4 5	1 2 3 4 5
28. research	1 2 3 4 5	1 2 3 4 5
29. consulting services to business and industry	1 2 3 4 5	1 2 3 4 5
30. publication	1 2 3 4 5	1 2 3 4 5
31. graduate studies	1 2 3 4 5	1 2 3 4 5
32. professional/occupational practice	1 2 3 4 5	1 2 3 4 5
33. others_____	1 2 3 4 5	1 2 3 4 5

Please indicate the degree to which you feel each of the following may a problem with the current evaluation process by circling the number that most closely indicates your feeling from the following list:

strongly agree
agree
not sure
disagree
strongly disagree

32. Ineffective implementation of professional development plans	1	2	3	4	5
33. Reward system ineffective	1	2	3	4	5
34. Evaluators not properly trained	1	2	3	4	5
36. Faculty resistance	1	2	3	4	5
37. Excessive paperwork	1	2	3	4	5
38. Lack of communication	1	2	3	4	5
39. Lack of trust	1	2	3	4	5
40. No existing problems	1	2	3	4	5
41. Evaluation too frequent	1	2	3	4	5
42. Process not individualized enough	1	2	3	4	5
43. Others _____	1	2	3	4	5
_____	1	2	3	4	5

Added Comments: _____

Appendix B

MEMO

DATE:

TO: All Fulltime Faculty

FROM: Terry Overlock

RE: Evaluation Survey

The attached survey is designed to provide you with an opportunity for input into the Academic Leadership Team's discussions about faculty performance evaluation at NMTC. Your input is very much appreciated and will make an important contribution to this process.

Please return the completed survey to Terry Overlock by December 17. Thank you for your assistance with this project.